

CURRICULUM COUNCIL

December 11, 2012

Minutes

- ☐ Welcome – Committee Work
 - Communication | Contribution | Collaboration
 - Relationships | Feedback | Student Engagement
- ☐ Continuing Our Focus
 - Continued support of writer’s workshop K - 8
 - Continued support of SAS & curriculum development in the Toolbox
 - Integration of literacy strategies across content areas – *More R.A. strategies, more writing...*
 - Keystone Exams – *Algebra I, Biology, Literature*

Groups shared their lessons from the Pathways assigned chapters...

- ☐ Chapter 7 Lesson – *(Thor, Dave, Dave, Rene, Dustin, Nick, Kathy, Gregg)*

Narrative writing: Why start with narrative? It is the backbone of other writings. It is a natural progression from thinking and telling stories. We start with narrative because it makes sense; it’s what we do in conversation. We tell stories about our lives and our relationships with others. Use the roller coaster example to think of how students’ progress with the same information. We are already doing some of this work. We need to see growth. We need to provide feedback to students through conferencing. We need to have benchmarks so we can move students along the developmental continuum. Students need to know the expected outcomes and be able to set goals for learning and developing as readers and writers.

*Think about all the times that you say, “That’s fantastic work.” Or, “That’s a good story.” Let students know why. Add just a little more to your compliment so students understand what is fantastic about their piece, or what is good about their writing.
- ☐ Chapter 8 Lesson – *(Henrietta, Mindy, Cynthia, Deanna, Mandi, Amber, Donna, Todd, Pete)*

Group activity: This group started with an activity to highlight the persuasive position, counter position practice. – need to increase the thinking - 11 grade PSSA only needed three arguments for the writing prompt would be marked proficient – with Common Core there are more ingredients necessary across the learning levels.
- ☐ Chapter 9 Lesson – *(Beverly, Dane, David, Robin, Dave, Beth, Chris, Tanna)*

Big point was “STRUCTURE” – needs to be horizontal across curriculum and also vertically K-12 grade – Information writing is a process students need to go through; 35% of day should be throughout the day, example of sorting laundry – not one way that is correct to come up with the structure – students have to have a lot of background knowledge – increases research and broader knowledge base, suggesting improvements, emphasis on making sure informational writing is throughout curriculum in ALL subject areas. Informational writing does not need to be a large amount of writing – it could be some information on a sticky not or index card. We need to get them thinking. Reading Apprenticeship fits right in.
- ☐ January & February Professional Development Days – Planning for department time being considered.
 - SAS Template
 - Keystone Vocabulary
 - Assessments
 - Teacher Effectiveness Tool
 - Literacy Strategies (i.e. writing, vocabulary, comprehension & interpretation, word walls, etc.)

☐ Vocabulary Activities - Sharing

- **Thor** – kindergarten activity to learn primary colors, with shapes, motor skills – cutting and pasting.
- **Henrietta** – vocabulary with world language is what it's all about – rapid fire – every day (students even start if she is not there right away) use of pictures with verbs/nouns, sentences, and actual word. Acrostic poems, etc...
- **Kathy** – needs something fast, uses paper folded flip charts – cut fold, word on outside, definition on inside and then they can take home and practice – makes adaptation depending on students needs.
- **Dane** (and Deanna) use index cards for Frayer diagrams with definition, synonym, antonym, pictures, shapes, etc.
- **Deanna** – accordion style papers with definitions.
- **Beth** paper with word, definitions, synonym, etc. included a good sentence.
- **Pete** uses vocabulary as bell ringer – let's use dictionary or cell phone to find definitions of words in the bell ringer. Share with each other and get feedback. Essential word sorts – can get on different levels – write sentences with words in sort columns.
- **Dave Fadale** short video – Kick Me – Teach Me Channel.
- **Nick** vocab BINGO can be used in beginning and then study before assessment.
- **Tanna** – flip book – definitions and visuals.
- **Mandy** – index card with word and a different words definition and go around the room.
- **David Bittner** – for word parts (ex. the prefix cow) Amber beginning of year vocab folder is written in dictionary *context clues*

**Some council members added their activities to the wiki for everyone to share! Thank you!

☐ Next meeting: Thursday, January 10, 2013

- **TO-DO** - Read chapter 10 in *Pathways to the Common Core*

How do we give feedback? Suggestions and ideas that can be shared among the different grade levels.

- Read aloud to a group and ask if students can help catch errors
- Mentor text
- Peer feedback
- Journaling
- Be task oriented
- Bell-ringers and group writing (Think, pair, share)
- Word wall – if word is used in writing, add it to word wall
- Highlight different ideas – suggestions that the thesis needs this, the conclusion needs this, etc.
- Modeling – set goals
- Checklist of what they need in an essay
- Choice – who are they writing for? Teacher, themselves, etc.